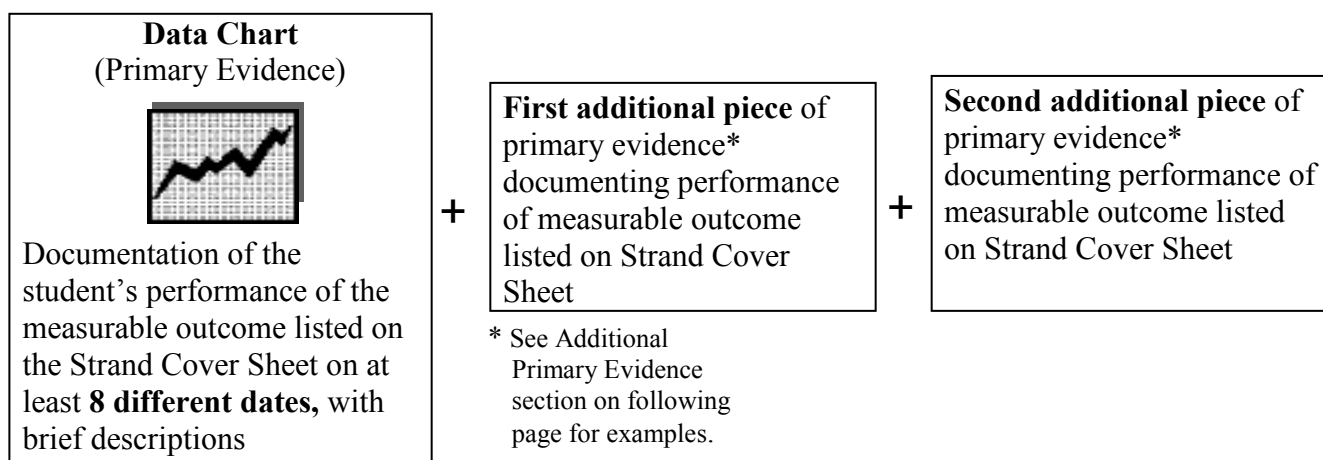


## B. Requirements in Each Strand

The student's portfolio must include, at minimum, the primary evidence described below for each strand (or standard) required for the assessment of a student in that grade. It is advisable to **include more than the minimum evidence requirement** to reduce the chance that a portfolio will be scored as *Incomplete*.

A minimum of **one data chart** and **two pieces of additional primary evidence** (called the “core set of evidence”) are required in each portfolio strand that together document **one targeted skill** (called the “measurable outcome”). Evidence may be collected beginning on July 1 for the following school year.

**Figure 2**  
**“Core Set of Evidence” for the MCAS-Alt Portfolio**



## C. Data Charts

Collecting data on student performance is an essential part of *good instruction* and *ongoing assessment*. Instructional data help educators make valid and objective decisions about what to teach based on what the student has or has not already learned and documents vital information on the effectiveness of instruction already provided.

Skills should be identified for the MCAS-Alt that allows the student to develop new skills over an extended period of time. Refer to page 37 for the step-by-step process recommended for creating data charts.

In order to be most useful, data should:

- address a single measureable outcome
- indicate the current level of a student's performance on the measurable outcome
- document the student's improvement over time, based on the measurable outcome
- describe how each activity addressed the measurable outcome

Data can be collected either during routine classroom instruction or during tasks and activities set up specifically for the purpose of assessing the student.

**Each data chart must:**

- show the student's performance of the measurable outcome (one specific skill) that is aligned with the strand required for assessment for a student in that grade
- document the same skill performed on at least eight different dates
- include a brief description beneath each data point that clearly describes how the student addressed the skill. (**Note:** The brief description *must* include the context of the activity; i.e., what was the student asked to do and how did they do it). One- or two-word descriptions will be *insufficient* to document the relationship between the activity and the measurable outcome and exclude one or more data points from being scored.)
- show that the student has attempted to learn a new skill by indicating that the student's performance started below 80–100 percent accurate *and/or* below 80–100 percent independent. (**Note:** Data charts that do not begin below 80 percent for accuracy and/or independence will be excluded from scoring and will result in a score of *Incomplete*.)
- work samples included as evidence in the student's portfolio may also be included as points on the student's data chart, at the teacher's discretion, though this is not required.

Any of the following chart and graph formats may be used to collect data on the student's performance for the MCAS-Alt portfolio:

- field data chart – see pages 45 (sample) and 86 (blank), or use Forms and Graphs Online
- bar graph – see pages 43 and 87, or use Forms and Graphs Online
- line graph – see pages 44 and 88, or use Forms and Graphs Online

**Note:** Forms and Graphs Online is available at [www.doe.mass.edu/mcas/alt/resources.html](http://www.doe.mass.edu/mcas/alt/resources.html)

In cases where the student produces little or no tangible work, such as a student using access skills, the following may be substituted for the data chart and two pieces of additional evidence strand requirement:

- one field data chart,  
**plus**
- one bar **or** line graph summarizing the **same data** shown on the field data chart  
**plus**
- one additional piece of primary evidence other than a data chart (e.g., a teacher-scribed work sample or photograph that meets the criteria to be included as primary evidence)

## **D. Additional Pieces of Primary Evidence**

**Primary evidence** provides specific evidence of the student's individual and authentic performance and must be included in the portfolio strand required for assessment. Data charts are considered one kind of primary evidence. Additional primary evidence formats are described below. Primary evidence may reflect a student's performance in the classroom, other school setting, the community, or at home.

**Each piece of evidence must include the following information:**

- student's name
- date of completion of the activity

- percentage of accuracy of the student's overall performance on a single date
- percentage of independence (or frequency of cues and prompts provided)

A completed work description label (found in the Product Description Labels/Blank Data Chart section of this manual or from the Department's website) may be attached to each piece, or this information may be listed on a separate piece of paper or written directly on each piece.

The following are examples of primary evidence that may be submitted in the portfolio:

1. **work samples** that show the student's actual performance, which may be completed by the student or scribed by an adult or peer, if the student has difficulty producing written work (Note: Do not include fragile, perishable, or large products in the portfolio. Do not include group work in the portfolio unless the student's involvement is clearly indicated and described.)
2. **photographs** that clearly show images of:
  - a completed work product that is either three-dimensional, temporary in nature (for example, an exhibit or display), or is too large or fragile to include in the portfolio;
  - the steps, or sequence of steps, leading to a final product in an instructional activity that cannot be included in the portfolio (for example, a student arranging a pattern or sequence of objects on a table); or
  - the end-product of an instructional activity

Prior written consent must be obtained from the parent, guardian, or student (if 18 years or older) before including a photographic or video image of a student. However, photographs of student work may be included without written consent. If a student's peers are shown in an image or video, consent must also be obtained for those students. **Consent forms** for these purposes are provided in the required forms section of this manual and must be filed at the school.

3. **video samples** that are no more than three minutes in length and clearly show images of the student performing the targeted skill. (Note: Video/Audio Description and Consent forms are provided in the required forms section of this manual.)

Videos may be submitted either on a standard DVD or flash drive and must be clearly labeled with the student's name and SASID and securely attached to the portfolio in a plastic sleeve or envelope within the binder. Videocassettes cannot be accepted.

4. **audio samples** that are no more than three minutes in length and clearly represent the student
  - addressing a measurable outcome related to communication or use of language;
  - participating in a discussion;
  - giving a recitation, verbal presentation, performance, or other oral activity related to the measurable outcome; or
  - giving verbal, rather than written, responses as a necessary and routinely-used instructional accommodation.

Video/Audio Description and consent forms are provided in the required forms section of this manual. If the audio sample is difficult to understand, a written transcription must be provided. Audiocassettes, CDs, or flash drives must be clearly labeled with the student's name and SASID and securely attached to the portfolio in a plastic sleeve or envelope within the binder.

## E. Reflection Sheets and Other Evidence of Self-Evaluation

Self-evaluation activities document the student's choices and decisions before, during, and after instruction, including evidence that the student performed any of the following activities:

- reflecting on and evaluating his/her own performance; for example, teacher asks student to respond to:
  - *What did I do well? What am I good at? Was this too easy?*
  - *What did we do during this activity? What did I learn?*
  - *How could I do better? Where do I need help?*
  - *What should I work on next? What would I like to learn?*
- identifying and correcting his/her own errors (as indicated by the teacher on the evidence or work description)
- tracking or monitoring his/her own progress (for example, by checking off completed tasks or each step in a sequence of activities)
- graphing his/her own performance or progress on a chart, table, or graph
- selecting work for his/her own portfolio
- determining and setting his/her own educational goals

**Note:** Placing a **sticker** or **stamp** on a piece of primary evidence does *not* indicate self-evaluation, unless it is clear that the student selected from among several options, such as a student who used a sticker or stamp as part of a rating system for his/her performance.

## F. Supporting Documentation (Including Brief Descriptions)

Supporting documentation provides additional descriptive information on the context of the learning activity, provided either by a teacher, parent, other adult, or peer. Supporting documentation (i.e., brief descriptions) must be included, where needed, to adequately describe the activity and what the student was asked to do. Supporting documentation must be clearly labeled with the name of the student to which it refers and the date of completion, and may include, for example:

1. brief narrative descriptions by the teacher or parent describing how the task or activity was conducted and/or what the student was asked to do
2. other evidence, including photographs, showing *how* the student engaged in the instructional activity (i.e., showing the *context, setting, materials, devices, or equipment* used by the student)

## Guidelines for Collecting Data on Student Performance

### Getting Started

It may take time to find a method of collecting data that feels comfortable and is well-suited to the educator's style. Taking the time to understand the data collection strategies will encourage productive decision-making in order to complete the MCAS-Alt portfolio. The information can then be used to make informed instructional decisions that promote student learning. Whichever approaches are used, certain decisions must be made regarding the process of data collection.

### Step 1. Clearly define the desired outcome related to learning standards in the subject.

Refer to the Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities (2006) in the subject and strand to be assessed.

Select a learning standard at the student's enrolled grade.

If the student is not working at grade level, determine an "entry point" or "access skill" at a challenging but attainable level of complexity (see figures 3 and 4 on the following page)

#### Consider the following:

- What knowledge and skills, based on the general education curriculum, must be taught to a student in this grade? What is the essence of the standard?
- What *single skill* based on a pre-assessment should be targeted for assessment? Where can the "entry point" be found in the required standard/strand?
- How will the level of complexity of the tasks be adapted and individualized for each student?

### Step 2. Develop an observable, measurable, and individualized outcome.

- Determine what the student will be able to do in measurable, observable terms.
  - Does the outcome list a desired percent of accuracy and independence that would constitute sufficient mastery of the skill? The following outcome is stated in measurable, observable terms:
    - *"The student will complete two-digit multiplication problems with 80 percent accuracy and 100 percent independence."*
  - The following is **not** an observable skill:
    - *"The student will understand multiplication."*
  - The following is **not** a measurable skill:
    - *"The student will improve his/her reading skills."*
- **Pre-testing** will help determine the appropriate level of challenge (complexity) at which to begin assessing the skill.

The measurable outcome must assess a **single skill**. The data will be unclear when varied or multiple skills are included on the same data chart. **Note:** Although learning standards and entry points may encompass either single or multiple skills, it is the teacher's responsibility to isolate and identify *one* skill for assessment.

### Step 3. Individualize the instructional approach.

Establish the types of prompts to be used during instruction. Also determine:

- accommodations (supports that allow the student to perform independently) and instructional adaptations (modifications) that may be needed

- where and when the instruction will occur
- who will be delivering instruction
- what materials will be used during instruction

Consider student preferences and past performance in determining the activities and materials that will increase the likelihood of success.

**Step 4. Establish how accuracy and independence will be determined.**

Upon completion of an entire activity, the teacher must calculate the overall percentages of accuracy and independence for all outcome-based activities on that date by averaging all values for accuracy, and averaging all values for independence.

**Accuracy** measures the proportion or percent of correct responses based on the number of possible total responses during an activity. Where possible, teachers are required to mark all incorrect responses so scorers can verify the percentage of accuracy.

**Independence** measures the proportion or percent of independent responses (i.e., responses given by the student without any prompt or assistance provided by the teacher that guides the student to give a correct answer) based on the number of possible responses during an activity.

- **Note:** Any prompting or assistance given to the student is considered a non-independent response in the calculation of independence; i.e., even a partial or low-level prompt is counted as a non-independent response. Hand-over-hand assistance should *always* be considered a non-independent response.
- Accommodations (i.e., independent supports) given to the student are not considered prompts for the calculation of independence.
- When independence is not easily calculated, such as for a writing activity or project, a scoring rubric specifically designed for this activity may be used. A sample scoring rubric for a writing activity is shown in Figure 5 on page 41. Include rubric with evidence if used.
- For additional information on calculating independence, see Figure 5 on page 41, and page 52.

Following is an example of how to calculate the percent of accuracy and independence when a series of repeated activities (or trials) is conducted.